

MoSTEP 1.2.1.1: SPED Severely Developmentally Disabled Education Competencies
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The beginning (pre-service) special education teacher will demonstrate knowledge of and/or competency in the following **Common Core and Severely Developmentally Disabled Education** areas of study:

<p>1. Philosophical, Historical, and Legal Foundations of Special Education Common Core: (1997 SSC: 1.1-5; 2002 CEC: CC1K1-10, CC1S1; CR: II A; Praxis: <i>see designated test on category-specific competencies docs</i>) SDD: (1997 SSC: 1.1-6; 2002 CEC: IC1K1-8; CR: III A; Praxis 0353: I-C, II-A, II-C; 0544: none)</p>	<p>COMMON CORE (CC) CC1 [1.3] models, theories, and philosophies that provide the basis for special education practice CC2 [CC1K2; 1.5] laws, policies, procedures, and ethical principles regarding behavior management planning and implementation. CC3 [CC1K3; 1.2] relationship of special education to the organization and function of educational agencies, community agencies, and advocacy groups. CC4 [CC1K4] rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. CC5 [CC1K5; 1.4] issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. CC6 [CC1K6] issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. CC7 [CC1K7] family systems and the role of families in the educational process. CC8 [CC1K8; 1.1] historical points of view and contribution of culturally diverse groups. CC9 [CC1K9] impact of the dominant culture on shaping schools and the individuals who study and work in them. CC10 [CC1K10] potential impact of differences in values, languages, and customs that can exist between the home and school. SEVERELY DEVELOPMENTALLY DISABLED (SDD) SDD1 [IC1K3] legal, judicial, and educational systems to assist individuals with disabilities. SDD2 [IC1K5] laws and policies related to provision of specialized health care in educational settings. SDD3 [IC1K6] principles of normalization and the concept of least restrictive environment. SDD4 [IC1K7] theory of reinforcement techniques in serving individuals with disabilities. SDD5 [IC1K8] theories of behavior problems of individuals with disabilities.</p>
<p>2. Development and Characteristics of Learners Common Core: (1997 SSC: 2.1-4; 2002 CEC: CC3K1-5; CR: II A,B; Praxis: <i>see designated test on category-specific competencies docs</i>) SDD: (1997 SSC: 2.1-7; 2002 CEC: IC2K1-5; CR: III</p>	<p>COMMON CORE (CC) CC1 [2.1] similarities and differences in the development of individuals with and without disabilities CC2 [CC2K6] similarities and differences among individuals with exceptional learning needs. CC3 [2.4] effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities CC4 [CC6K1] effects of cultural and linguistic differences on growth and development. CC5 [CC2K4] family systems and the role of families in supporting</p>

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<p>A,B; Praxis 0353: I-A, I-B; 0544: I-A-C)</p>	<p>development. CC6 [CC2K7] effects of various medications on individuals with exceptional learning needs. SEVERELY DEVELOPMENTALLY DISABLED (SDD) SDD1 [IC2K1] etiology and diagnosis related to various theoretical approaches. SDD2 [IC2K2-4; 2.5-6] impacts of sensory impairments, physical and health, and multiple disabilities on individuals, families and society. SDD3 [2.7] effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities. SDD4 [IC2K5] types and transmission routes of infectious disease. SDD5 [2.3] components of expressive verbal and nonverbal communication that students use.</p>
<p>3. Individual Learning Differences Common Core: (1997 SSC: 2.1-4; 2002 CEC: CC3K1-5; CR: II A,B; Praxis: <i>see designated test on category-specific competencies docs</i>) SDD: (1997 SSC: 2.1-7; 2002 CEC: IC3K1-3, IC3S1; CR: III A,B; Praxis 0353: III-E; 0544: I-B,C)</p>	<p>COMMON CORE (CC) CC1 [CC3K1] effects an exceptional condition(s) can have on an individual=s life. CC2 [CC3K2] impact of learners= academic and social abilities, attitudes, interests, and values on instruction and career development. CC3 [CC3K3] variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. CC4 [CC3K4] cultural perspectives influencing the relationships among families, schools and communities as related to instruction. CC5 [CC3K5] differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences. SEVERELY DEVELOPMENTALLY DISABLED (SDD) SDD1 [IC3K1] effects of visual impairment on the family and the reciprocal impact on the individual=s self-esteem. SDD2 [IC3K2] impact of additional exceptionalities on individuals with visual impairments. SDD3 [IC3K3] attitudes and actions of teachers that affect the behaviors of individuals with visual impairments. SDD4 [IC3S1] relating levels of support to the needs of the individual.</p>
<p>4. Instructional Strategies Common Core: (1997 SSC: 4.1-5; 2002 CEC: CC4S1-6; CR: III A-C; Praxis: <i>see designated test on category-specific competencies docs</i>) SDD: (1997 SSC: 4.1-14; 2002 CEC: IC4K1-4, IC4S1-6; CR: III A-C; Praxis 0353: III-A, III-B;</p>	<p>COMMON CORE (CC) CC1 [CC4S1] strategies to facilitate integration into various settings. CC2 [CC4S2] strategies to teach individuals how to use self-assessment, problem solving, and other cognitive strategies to meet their needs. CC3 [CC4S3] selection, adaptation, and use of research-based instructional strategies and materials based on the learning needs of the student. CC4 [CC4S4] strategies to facilitate maintenance and generalization of skills across learning environments. CC5 [CC4S5] procedures to increase the individual=s self-awareness, self-management, self-control, self-reliance, and self-esteem. CC5 [4.5] supports for students making age- and grade-level transitions including the transition to adult life.</p>

<p>0544: III-A,D,E)</p>	<p>SEVERELY DEVELOPMENTALLY DISABLED (SDD)</p> <p>SDD1 [4.1] research-supported instructional practices, strategies, and materials used across the curriculum of service delivery models</p> <p>SDD2 [IC4K2] prevention and intervention strategies for individuals with disabilities.</p> <p>SDD3 [IC4K3] strategies for integrating student-initiated learning experiences into ongoing instruction.</p> <p>SDD4 [4.10] providing supports to students making age and grade-level transitions including the transition to adult life</p> <p>SDD5 [4.8] techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments</p> <p>SDD6 [IC4S3] using a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.</p> <p>SDD7 [IC4S4; 4.4-5] effective practices to integrate academic instruction, affective education, behavior-management, and organization and study skills for individual students and groups of students with disabilities.</p> <p>SDD8 [IC4S5] using instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.</p> <p>SDD9 [IC4S6] using responses and errors to guide instructional decisions and provide feedback to learners.</p> <p>SDD10 use of task analysis and instructional progressions, cue hierarchies, transition planning, vocational and recreational planning and training, and assistive technology devices for instructional support.</p> <p>SDD11 knowledge of basic teaching methods for students with low vision and hearing impairments.</p>
<p>5. Learning Environments and Social Interactions</p> <p>Common Core: (1997 SSC: 5.1-7, 6.1-5; 2002 CEC: CC5K1-10, CC5S1-16; CR: III B,C; Praxis: <i>see designated test on category-specific competencies docs</i>)</p> <p>SDD: (1997 SSC: 4.9, 4.11-14, 5.1-11, 6.1-5; 2002 CEC: IC5K1-5, IC5S1-12; CR: III B,C; Praxis 0353: III-D; 0544: IV-A-C)</p>	<p>COMMON CORE (CC)</p> <p>CC1 [5.1] effective classroom management theories, models, and techniques for individuals with disabilities incorporating research-supported practices.</p> <p>CC2 [CC5K4 & CC5S7] teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, including the establishment and maintenance of rapport with individuals with and without exceptional learning needs.</p> <p>CC3 [CC5K5] social skills needed for educational and other environments.</p> <p>CC4 [6.3] strategies for crisis prevention/intervention.</p> <p>CC5 [CC5K7] strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.</p> <p>CC6 [CC5K8] creating learning environments that allow individuals to retain and appreciate their own and each others= respective language and cultural heritage.</p> <p>CC7 [CC5K9-10] strategies used by diverse populations to cope with a legacy of former and continuing racism and the ways specific cultures are negatively stereotyped.</p> <p>CC8 [5.2] universal precautions to maintain healthy and safe environments.</p> <p>CC9 [CC5S2] identifying realistic expectations for personal and social behavior in various settings.</p>

	<p>CC10 [CC5S4-5, 9] modifying learning environment to manage behaviors, including those that encourage active participation in individual and group activities, self-advocacy, and increased independence.</p> <p>CC11 [6.2] community affiliation and advocacy issues and their influence on self-advocacy.</p> <p>CC12 [5.7] strategies for directing the activities of a classroom paraprofessional and others in an assistive role.</p> <p>CC13 [5.5] strategies for managing time, schedules, and other associated variables for providing instruction.</p> <p>CC14 [5.6] strategies for utilizing mentors and role models in programming for students with disabilities.</p> <p>CC15 [6.1] legal and ethical standards regarding behavioral support systems for individuals with disabilities.</p> <p>CC16 [6.4] analyzes communicative intent of behavior (i.e., behaviors are messages).</p> <p>CC17 [6.5] pragmatic language skills needed for social, educational, and functional-living environments.</p> <p>SEVERELY DEVELOPMENTALLY DISABLED (SDD)</p> <p>SDD1 [IC5K1, IC5S1, IC5S4] specialized health care interventions and instruction for individuals with physical and health disabilities in educational and community-based settings.</p> <p>SDD2 [IC5K2] barriers to accessibility and acceptance of individuals with disabilities.</p> <p>SDD3 [IC5K3, IC5S3] adapting and structuring the physical environment to provide optimal learning opportunities for individuals with disabilities.</p> <p>SDD4 [IC5K4] methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.</p> <p>SDD5 [IC5K5] advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities.</p> <p>SDD6 [IC5S2] using and maintaining assistive technologies.</p> <p>SDD7 [IC5S5] strategies for teaching individuals with disabilities to give and receive meaningful feedback from peers and adults.</p> <p>SDD8 [IC5S6, IC5S11] designing learning environments that are multisensory and that facilitate active participation self-advocacy, and independence of individuals with disabilities in a variety of group and individual learning activities.</p> <p>SDD9 [IC5S8; 5.3] appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, seating, and crisis intervention</p> <p>SDD10 [IC5S7; 4.9] use appropriate adaptive equipment to facilitate positioning, mobility, communication, and learning for individuals</p> <p>SDD11 [IC5S9; 5.4] positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation</p> <p>SDD12 [IC5S10] problem solving and conflict resolution skills.</p> <p>SDD13 [IC5S12; 4.11-14] planning instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment.</p> <p>SDD14 [5.5] medical complications and implications for student support needs, including seizure management, tube feeding, catheterization, CPR,</p>
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	<p>infectious disease control, etc.</p> <p>SDD15 [5.6] orthotic, prosthetic, and adaptive equipment use and maintenance</p>
<p>6. Communication</p> <p>Common Core: (1997 SSC:7.1-3; 2002 CEC: CC6K1-4, CC6S1-2; CR: III A,B; Praxis: <i>see designated test on category-specific competencies docs</i>)</p> <p>SDD: (1997 SSC: 7.1-4; 2002 CEC: IC6K1-2, IC6S1-3; CR: III A,B; Praxis 0353: I-A, III-B; 0544: III-A)</p>	<p>COMMON CORE (CC)</p> <p>CC1 [CC6K2] characteristics of one=s own culture and use of standard English and the ways in which these can differ from other cultures and uses of language.</p> <p>CC2 [CC6K3] ways of behaving and communicating that lead to more accurate interpretation and greater understanding among all cultural and linguistic groups.</p> <p>CC3 [CC6K4] augmentative and assistive communication strategies.</p> <p>CC4 [CC6S1] strategies to support and enhance communication skills of individuals with exceptional learning needs.</p> <p>CC5 [CC6S2] communication strategies and resources that facilitate understanding of subject matter for students whose primary language is not the dominant language.</p> <p>CC6 [7.1] strategies to promote and provide access to information and facilities for individuals, families, school, and community.</p> <p>SEVERELY DEVELOPMENTALLY DISABLED (SDD)</p> <p>SDD1 [IC6K1] impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.</p> <p>SDD2 [IC6K2] communication and social interaction alternatives for individuals who are non-speaking.</p> <p>SDD3 [IC6S1] strategies for teaching individuals with disabilities to monitor for errors in oral and written language.</p> <p>SDD4 [IC6S2] teaching methods and strategies for producing legible documents.</p> <p>SDD5 [IC6S3] planning instruction on the use of alternative and augmentative communication systems.</p>
<p>7. Instructional Planning</p> <p>Common Core: (1997 SSC: 4.1-5, 5.4; 2002 CEC: CC7K1-5, CC7S1-14, [CC8S8]; CR: III A-C; Praxis: <i>see designated test on category-specific competencies docs</i>)</p> <p>SDD: (1997 SSC: 4.1-14; 2002 CEC: IC7K1, IC7S1-8; CR: III A-C; Praxis 0353: III-A, III-B; 0544: III-A-F)</p>	<p>COMMON CORE (CC)</p> <p>CC1 [CC7K1] theories and research that form the basis of curriculum development and instructional practice.</p> <p>CC2 [CC7K2] scope and sequences of general and special curricula.</p> <p>CC3 [CC7K3] national, Missouri, and local curricula standards.</p> <p>CC4 [5.4] strategies for using technology to enhance the teaching and learning environment.</p> <p>CC5 [4.4] techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments</p> <p>CC6 [CC7K5] roles and responsibilities of the para-educator related to instruction, intervention, and direct service.</p> <p>CC7 [CC8S8] making changes in instruction in response to assessment data.</p> <p>SEVERELY DEVELOPMENTALLY DISABLED (SDD)</p> <p>SDD1 [IC7K1, IC7S6] model career, vocational, and transition programs for individuals with disabilities.</p> <p>SDD2 [IC7S1] planning and implementing individualized reinforcement</p>

	<p>systems and environmental modifications.</p> <p>SDD3 [IC7S2; 4.3] life-referenced and chronological age-appropriate strategies, materials, and activities for instruction of students</p> <p>SDD4 [IC7S3] integrating related services into the instructional program.</p> <p>SDD5 [IC7S4] selecting, designing, and using medical materials and resources required to educate individuals whose disabilities interfere with communications.</p> <p>SDD6 [IC7S5] interpreting sensory and physical information to create or adapt appropriate learning plans.</p> <p>SDD7 [IC7S7-8] designing, implementing, and evaluating instructional programs that enhance social participation across environments and teach medical self-management procedures.</p>
<p>8. Assessment, Diagnosis, Evaluation, and Programming (Special Education Process)</p> <p>Common Core: (1997 SSC: 3.1-8; 2002 CEC: CC8K1-5, CC8S1-10; CR: III A,C; Praxis: <i>see designated test on category-specific competencies docs</i>)</p> <p>SDD: (1997 SSC: 3.1-8; 2002 CEC: IC8K1-3, IC8S1-7; CR: III A,C; Praxis 0353: III-C; 0544: I-B,D, II-A-D)</p>	<p>COMMON CORE (CC)</p> <p>CC1 [3.3] commonly used principles and terminology of psychometrics.</p> <p>CC2 [3.1] state and federal legal and ethical concerns, regulations, and guidelines regarding compliance with the Special Education Process.</p> <p>CC3 [3.5] continuum of placement and service delivery models available for individuals with disabilities emphasizing appropriateness in meeting individual needs.</p> <p>CC4 [3.7] understanding the sequence and interrelatedness of each step of the Special Education Process, including the development and implementation of Individual Educational Plans and Individual Learning Plans.</p> <p>CC5 [3.2] appropriate selection, administration, modification, and interpretation of informal and formal assessment procedures and instruments.</p> <p>CC6 [3.6] methods of monitoring, recording, evaluating, and reporting performance of individuals with disabilities in the four domains (academic/vocational, domestic/self-help, recreational/leisure, community functioning).</p> <p>CC7 [3.8] the terminology and impact of medical, therapeutic, and educational information on assessment and programming.</p> <p>CC8 [3.4] strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities.</p> <p>SEVERELY DEVELOPMENTALLY DISABLED (SDD)</p> <p>SDD1 [IC8K1] specialized terminology used in the assessment of individuals with disabilities.</p> <p>SDD2 [IC8K2] laws and policies regarding referral and placement procedures for individuals with disabilities.</p> <p>SDD3 [IC8K3] types and importance of information concerning individuals with disabilities available from families and public agencies.</p> <p>SDD4 [IC8S1] implementing procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.</p> <p>SDD5 [IC8S2] using exceptionality-specific assessment instruments with individuals with disabilities.</p> <p>SDD6 [IC8S3] selecting, adapting, and modifying assessments to accommodate the unique abilities and needs of individuals with</p>

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	<p>disabilities.</p> <p>SDD7 [IC8S5] developing and using a technology plan based on adaptive technology assessment.</p> <p>SDD8 [IC8S6] assessing reliable method(s) of response of individuals who lack typical communication and performance abilities.</p> <p>SDD9 [IC8S7] monitoring intragroup behavior changes across subjects and activities.</p>
<p>9. Professional and Ethical Practices and Resources</p> <p>Common Core: (1997 SSC: 8.1-3, 4.3; 2002 CEC: CC9K1-4, CC9S1-12; CR: III A,B; Praxis: <i>see designated test on category-specific competencies docs</i>)</p> <p>SDD: (1997 SSC: 8.1-3; 2002 CEC: IC9K1-2, IC9S1-3; CR: III A,B; Praxis 0353: III-D; 0544: III-C)</p>	<p>COMMON CORE (CC)</p> <p>CC1 [CC9K1] personal cultural biases and differences that affect one=s teaching.</p> <p>CC2 [CC9K2] impact and value of teachers serving as effective role models for individuals with exceptional learning needs.</p> <p>CC3 [CC9K4] Methods of reflective practice that help one remain current regarding research-validated practice.</p> <p>CC4 [4.3] accessing and acquiring curricular content knowledge as needed.</p> <p>CC5 [8.2] ethical practices as defined by appropriate professional learned societies.</p> <p>CC6 [CC9S5] demonstrate commitment to developing the highest education and quality-of- life potential of individuals with exceptional learning needs.</p> <p>CC7 [CC9S6] demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.</p> <p>CC8 [8.1] consumer organizations accessed by individuals with disabilities.</p> <p>CC9 [CC9S12] professional activities that benefit individuals with exceptional learning needs, their families, and one=s colleagues.</p> <p>SEVERELY DEVELOPMENTALLY DISABLED (SDD)</p> <p>SDD1 [IC9K1] sources of unique services, networks, and organizations for individuals with severe developmental delays.</p> <p>SDD2 [IC9K2] organizations and publications relevant to individuals with severe developmental delays.</p> <p>SDD3 [IC9S1] participating in the activities of professional organizations in the field of severe developmental delay.</p> <p>SDD4 [IC9S2] ethical responsibility to advocate for appropriate services for individuals with severe developmental delays.SDD5 [IC9S3] information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities as they participate in school and community-based activities.</p>
<p>10. Collaborative Partnerships</p> <p>Common Core: (1997 SSC: 7.1, 7.3-9; 2002 CEC: CC10K1-4, CC10S1-11; CR: III A,B; Praxis: <i>see designated test on category-</i></p>	<p>COMMON CORE (CC)</p> <p>CC1 [7.4] collaboration skills necessary to participate as an active and knowledgeable member of an educational team.</p> <p>CC2 [7.5] roles, responsibilities, and expertise of individuals with disabilities, families, teachers, administrators, ancillary and support personnel, and community in planning and delivering an individualized program.</p>

<p><i>specific competencies docs)</i> SDD: (1997 SSC: 7.4-11; 2002 CEC: IC10K1-3, IC10S1-5; CR: III A,B; Praxis 0353: II-B, III-E; 0544: III-G)</p>	<p>CC3 [7.3] strategies to address concerns of families, teachers, students, and community related to individuals with disabilities. CC4 [CC10K4] culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. CC5 [7.6] strategies to address social and emotional issues that impact individuals with disabilities and their families. CC6 [7.7] general classroom settings, curriculum, and instructional strategies. CC7 [7.8] techniques that can be used to provide and support services in general education settings. CC8 [7.9] strategies for developing effective behavioral support systems within and across school and community settings. SEVERELY DEVELOPMENTALLY DISABLED (SDD) SDD1 [IC10K1] parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities. SDD2 [7.8] strategies for developing effective behavioral support systems within and across school and community settings SDD3 [IC10K2] collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities. SDD4 [IC10S1] participating in the selection and implementation of augmentative or alternative communication systems. SDD5 [IC10S2] using local, community, and state resources to assist in programming with individuals with disabilities. SDD6 [7.7] roles, responsibilities, and expertise of individuals with disabilities, families, teachers, administrators, and ancillary and support personnel and agencies in planning and delivering an individualized program SDD7 [IC10S4; 7.5-6] collaboration skills necessary to participate as an active and knowledgeable member of a multi-disciplinary team planning transition to adulthood and full community participation (e.g., integrated therapy, related services, conflict resolution and mediation within IEP conferences). SDD8 [IC10S5; 7.4] strategies for collaborating with families of and service providers to individuals who are chronically or terminally ill.</p>
<p>11. Central Concepts, Tools of Inquiry, Structures of the Disciplines Common Core: (1997 SSC: 4.2; INTASC SPED Principle 1; 2002 CEC: CC7S1, CC7S6-7; CR: none) SDD: (1997 SSC: none; INTASC SPED Principle 1; 2002 CEC: none; CR:</p>	<p>COMMON CORE (CC) CC1 solid base of understanding in the content areas of math, reading, English/language arts, science, social studies, and the arts comparable to elementary generalist teachers. Special education teachers who teach content at the secondary level should demonstrate additional understanding in at least one content area (e.g., science, mathematics, history). CC2 [4.2] curricula for the instruction of motor, sensory, cognitive, academic, social, language, affective, and functional life skills for individuals with disabilities. CC3 [CC7S1] strategies for identifying and prioritizing areas of the general curriculum and accommodations for individuals with exceptional learning</p>

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<i>none</i> ; Praxis 0353, 0544: <i>none</i>)	needs. CC4 [CC7S6] strategies for sequencing, implementing, and evaluating individualized learning objectives. CC5 [CC7S7] strategies for integrate affective, social, and life skills with academic curricula. SEVERELY DEVELOPMENTALLY DISABLED (SDD) <i>none identified in addition to Common Core</i>
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